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ABSTRACT

Thirty-eight public community college districts in Illinois have Disadvantaged Student Grant Programs operating on 50 individual campuses. State funds are appropriated annually to the Illinois Community College Board for distribution to the districts. The colleges are required, by contract, to provide a local matching effort at least equal to the state funds received. Part I of this report contains selected anecdotal accounts of unique, exemplary achievements of persons or groups served by the Disadvantaged Student Grant Program. Part II includes data tables on funding for 1978; comparisons of funding for 1977 and 1978; numbers of students involved by racial/ethnic origin, sex, and age; and types of program activities provided by the grant. Part III contains narrative reports, by district, as submitted by the director or dean responsible for the programs regarding the kinds of activities provided, client groups served, and nature of the outcomes. These reports also include information on amount of state and local funds budgeted, contact persons, number of persons served, and total contact hours. Part IV takes a look at FY79 and the future direction of serving the disadvantaged adult students. (Author/MB)

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ILLINOIS COMMUNITY COLLEGE BOARD

DISADVANTAGED STUDENT

GRANT PROGRAM

FOR

ILLINOIS PUBLIC COMMUNITY COLLEGES

FISCAL YEAR 1978--FISCAL YEAR 1979

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March 1979

Illinois Community College Board

DISADVANTAGED STUDENT GRANT PROGRAM FOR
ILLINOIS PUBLIC COMMUNITY COLLEGES
FOR FY1978 AND FY1979

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PREFACE

What are the accomplishments of the Disadvantaged Student Grant Programs in Illinois public community colleges? How are grant monies used? Who is being served? What kind of activities and courses are being offered? These are some of the questions asked about the Disadvantaged Student Grant Program, and this report will attempt to answer many of these questions.

Thirty eight public community college districts have Disadvantaged Student Grant programs operating on 50 individual community college campuses. State funds are appropriated annually to the Illinois Community College Board for distribution to the community college districts. The colleges are required, by contract, to provide a local matching effort at least equal to the amount of state Disadvantaged Student Grant funds received. Many colleges, however, have programs for disadvantaged students that far exceed the grant and the required match.

PART I of this report contains selected anecdotal accounts of unique, exemplary achievements of persons or groups of persons served by the Disadvantaged Student Grant Program as submitted by their directors.

PART II includes tables of data on funding, student characteristics, and program activities.

PART III provides, by district, the narrative report submitted by the director or dean responsible for the Disadvantaged Student Grant program. (Note: Longer reports have been edited.)

PART IV takes a look at FY79 and the future direction of serving the disadvantaged adult student.

This report has been compiled by Toni C. Harris, Assistant Director for Student and Community Services.

Toni C. Harris

Paul M. Starnes

James M. Howard

Fred L. Wellman

INTRODUCTION

The Illinois General Assembly and Governor provided \$1,400,000 for FY 1973 to the Illinois Community College Board (ICCB) for the first Disadvantaged Student Grants to Illinois public community colleges. Formula grant allocations were based on the college district's financial aids awards from the College Work Study (CWS), National Direct Student Loan (NDSL), Basic Education Opportunity Grant (BEOG) and Supplemental Educational Opportunity Grant (SEOG) as reported by the U.S. Office of Education. During these early years, the programs were largely directed toward the economically disadvantaged and were evaluated by how many persons were removed from public assistance rolls.

For Fiscal Year 1978, the Disadvantaged Student Grant program experienced a number of changes. In the Fall of 1977, the General Assembly passed an amendment to the Illinois Public Community College Act to provide special grants for disadvantaged student programs to be distributed to community college districts on the basis of enrollment in remedial and developmental courses during the previous year. This amendment shifted the emphasis from economically disadvantaged students to educationally disadvantaged students. The amendment further stated that grant funds shall be limited to courses and activities related to remedial and developmental programs for disadvantaged students.

Although the total amount of funds appropriated for Disadvantaged Student Grant Programs increased to \$3,709,900 in FY1978, the change in the basis for calculating the allocations resulted in a major adjustment in the amount of funding available for many of the colleges. In FY1978, no basic grant was awarded to each college. Instead, the allocations were based solely on FY1977 remedial/developmental credit hours as reported on credit hour claims to ICCB. Approximately one-third of the colleges received substantial increases in their grant awards whereas another two-thirds suffered substantial decreases in their grant awards.

For FY1979 the Illinois Council of Public Community College Presidents took action requesting the Legislature to return to a minimum basic grant award to each college with the remainder being distributed proportionately to the districts based on the previous year's number of remedial/developmental hours. For Fiscal Year 1979, \$3,800,000 have been appropriated for Disadvantaged Student Grants. The bill provides for a \$15,000 basic grant to each college, and the remaining appropriated funds will be distributed according to each college's proportional share of credit hours in remedial/developmental courses during FY1978.

Thus we have seen the Disadvantaged Student Grant program grow from an appropriation of \$1,400,000 in FY1973 to \$3,800,000 in FY1979. The following table (Table I) shows the total funds awarded to each college district for Fiscal Years 1973 through 1979.

Illinois Community College Board
TABLE I
SUMMARY OF STATE FUNDS APPROVED BY THE ICCB
FOR DISADVANTAGED STUDENT GRANTS FY73-FY79

DISTRICT	FY1973	FY1974	FY1975	FY1976	FY1977	FY1978	FY1979
501, Kaskaskia	\$ --	\$ --	\$ 10,000	\$ 9,400	\$ 13,556	\$ 2,146	\$ 19,880
502, DuPage	--	27,800	15,640	20,210	28,168	14,519	29,030
503, Black Hawk	--	20,100	27,129	30,492	27,785	126,011	142,850
504, Triton	19,182	10,000	18,105	32,994	42,894	55,187	59,225
505, Parkland	101,270	37,459	11,050	14,382	22,785	20,894	29,640
506, Sauk Valley	9,800	--	15,960	20,680	28,168	15,786	26,895
507, Danville	6,987	8,909	10,880	14,946	25,451	19,457	29,640
508, City College of Chicago	511,707	757,103	739,000	1,798,220	1,892,032	2,714,005	2,323,680
509, Elgin	--	22,000	10,000	9,400	21,394	17,353	34,825
510, Thornton	17,550	10,000	10,000	9,400	12,259	106,140	95,825
511, Rock Valley	--	14,850	3,855	17,296	26,000	12,400	23,845
512, Wm. R. Harper	12,656	10,000	20,588	25,098	29,707	50,684	73,255
513, Ill. Valley	12,202	1,670	11,571	9,400	13,902	7,902	19,575
514, Ill. Central	93,605	50,000	35,665	35,438	49,726	46,323	48,855
515, Prairie State	25,000	10,000	10,000	9,400	13,788	8,493	20,185
516, Waubesa	40,650	40,000	10,000	9,400	25,130	22,847	35,740
517, Lake Land	25,000	10,000	10,000	9,400	17,391	10,730	25,370
518, Carl Sandburg	--	10,000	9,600	9,400	11,232	7,665	21,710
519, Highland	20,000	10,000	10,000	14,194	25,110	16,654	25,980
520, Kankakee	47,500	33,530	34,000	14,696	15,235	35,025	41,230
521, Rend Lake	12,131	--	10,000	9,400	16,000	4,744	19,270
522, Belleville	120,000	--	10,000	9,400	12,447	26,009	45,500
523, Kishwaukee	--	--	10,000	10,434	19,555	14,585	27,810
524, Moraine Valley	19,351	--	10,000	13,254	20,778	53,993	60,445
525, Joliet	45,600	10,000	10,000	9,400	17,904	62,997	80,880
526, Lincoln Land	24,804	6,500	14,620	13,912	22,625	9,155	21,405
527, Morton	--	2,000	2,000	4,104	10,822	13,202	23,235
528, McHenry	36,500	35,800	53,000	9,400	14,209	9,479	24,760
529, Ill. Eastern	37,800	33,000	30,000	55,272	62,455	28,139	84,095
530, John A. Logan	9,842	10,000	10,000	9,400	11,557	9,233	21,710
531, Shawnee	--	--	10,000	9,400	12,669	10,253	28,115
532, Lake County	26,200	29,200	32,251	17,672	27,347	51,896	53,125
533, Southeastern	--	10,000	10,000	9,400	14,437	10,905	23,235
534, Spoon River	--	10,000	21,000	9,400	10,000	8,052	21,710
535, Oakton	--	10,000	10,000	9,400	12,874	35,595	56,175
536, Lewis & Clark	100,200	50,000	36,461	17,014	26,776	29,587	42,755
537, Richland	--	9,779	10,000	9,400	14,111	9,008	22,320
539, John Wood	--	--	--	9,400	12,679.90	9,397	16,220
601, SCC, East St. Louis	--	100,300	87,635	104,628	112,000	--	--
TOTAL	\$1,375,537.00	\$1,400,000	\$1,410,000	\$2,443,536	\$2,792,958.90	\$3,706,900	\$3,800,000

PART I

Grant activities are generally evaluated in terms of goals and objectives, budgets, reports, and statistics. Each year the college districts are required to report Disadvantaged Student Grant activities and accomplishments to the Illinois Community College Board as a part of the evaluation procedure. This year the colleges were asked to describe any unique or exemplary accomplishments, anecdotal situations, or any noteworthy achievements of a person or group of persons served by this program.

Several quotations from the annual reports are included to give life and meaning to an otherwise routine assignment.

Grant monies were helpful to:

PEOPLE of all ages

- ...with varying goals . . .
- ...different educational levels . . .
- ...personal needs . . .

PROGRAMS with various kinds of activities

- ...recruitment . . .
- ...outreach . . .
- ...courses . . .
- ...creation of teaching materials . . .
- ...linkages with community . . .

PEOPLE

Of all ages

"A female student, Sally, was a high school dropout. Through the disadvantaged student program at Lake Land College, she came back to school and received her G.E.D. Since that time, she has been pursuing a curriculum in Radio Broadcasting with quite a bit of success and has excellent prospects for the future."

"One middle-aged woman, for instance, had failed the G.E.D. examination earlier in life but despite this handicap had received a license to act as a real estate agent. Suddenly, she was faced by a state agency requirement to complete her G.E.D. or lose her license. With time running out, she came to us (John Wood Community College) in desperation: She had only two weeks to get her certificate, and having once failed, she expected failure once again. We placed her in our individualized program by use of diagnostic testing. In the relaxed, non-threatening atmosphere of a one-on-one relationship with her tutor, she quickly learned and re-learned. Within the two weeks she took the G.E.D. examination and passed with flying colors.

"This particular student is chosen because her case illustrates well the goals of our program. Her age, sex, and position in life are typical of many disadvantaged students. Her long years away from the classroom and her fear of encountering the same failure she had experienced earlier in life also are typical. Our individualized, personalized program aims to remove the fear and replace it with a supportive atmosphere. Finally, her desperate need to achieve quickly and our response to this need illustrate the reason for our flexible time parameters."

"A sixty year old man who was disabled on the job, attended G.E.D. summer courses in 1978, passed G.E.D. test, enrolled in college, fall of 1977 to acquire a new skill. After one semester he was employed by the City of Danville."

"A twenty two year old man initially reading at a second grade level was supported enough to start him on a Fire Science Program."

Varying goals

"Edna had a unique gift for herself and her grandson. For six months, she worked and studied for her high school equivalency diploma and finally she earned it, shortly before Christmas. It was just in time to present it to her grandson who was graduating from Penn State University. Edna is 81 years old and through the G.E.D. class at Kishwaukee she was able to fulfill a life-long desire of graduating from high school. As a young girl, she had to work on the farm and help provide for her family and this left her with no opportunity to complete high school. For many years, Edna had dreamed about earning a high school diploma and she finally succeeded----at the age of 81!"

"In January of 1976, M.B. entered the New Start Program at Spoon River College and enrolled in the G.E.D. Review Course. After several attempts, she passed the G.E.D. Review Exam in April of 1977. M.B. is divorced and raising two children. She was on Public Aid. She entered the LPN program in Fall '77. Her devotion and desire were rewarded when she received her LPN Certificate in July of 1978 with a grade point average of 2.56. She is now employed by McDonough District Hospital."

"The Education Opportunities Program has generated a fine working relationship with many local organizations. An example of the quality of this program may be found in following quote from the Office of the State Fire Marshall in a letter to Lieutenant C. D. Lt. D. was enrolled in a study skills course which was determined to be equivalent to the 40 hour Basic Instructors course taught in the Fire Academy.

"Mr. D. was an apt student, and I feel that few students can take the concepts of the study skills class and immediately apply those skills to situations other than those for which they were intended as C. D. has done. In my opinion, this ability places Mr. D. in the rare category of one of my most superior students."

"A woman in her early thirties with six children and no skills came to the Learning Laboratory for help. Her previous life had been filled with hardship and extreme tragedy. She had great energy and was determined to develop a better life for herself and her children. She utilized the assistance of the Learning Laboratory extensively and after three years has graduated and is eligible to establish an infant day-care center."

"Another of Loney Central College's disadvantaged student successes involves a person who 15 years ago was refused funds for training by a government agency because he would not be likely to live long. This person had only a partial lung and little education. He came to us last year and a program was arranged for him. With classes, tutoring and counseling, this person is now self-employed on a part-time basis in keeping with his physical ability.

9

Different educational levels

"The John A. Logan College Disadvantaged Program this year enrolled a total of 41 students. All of those who attended class regularly have shown improvement in those areas that previously hindered them from performing many every day functions in their lives.

About half of this total number was totally illiterate, both educationally and socially. They could not read, write, count, or socialize. The individualized and personal approach to reading was successfully used to direct each students' interest to his immediate environment and to create interaction with others, including a desire to share like experiences. Group participation afforded opportunities for each person to recognize his own growth and contributions and the contributions of others, as well as to express his feelings, ideas, and new knowledge.

More specifically, five students from this lower group have learned to prepare grocery lists, shop from the newspaper, compare prices, and add prices. Seven students were able to count their food stamps when buying groceries, rather than hand their stamp book to the cashier. Some of them can now plan simple budgets and fill in correct information on various forms.

Four of the lowest level students are now able to recognize likenesses and differences when given the auditory skill test. They can also recognize the letters of the alphabet, print their names, recognize numbers to one hundred, and match sets with number names and numerals."

"K. G., who held a law degree in Quito, Ecuador, began attending COPA classes at Elgin Community College in April, 1977, in ESL/ABE level 1 (first through third grade English reading level). In November 1977, K. G. started working at the COPA Center as a caseworker and the following spring began a graduate course in International Law at Northern Illinois University. Presently, K. G. is taking other graduate law courses at NIU and continues to work at COPA as a caseworker/counselor."

"A few years ago, a young man came to the Learning Laboratory at Parkland College for assistance. His scores on standardized tests were very low. However, the staff suspected he was bright but without skills. He worked long and diligently with Parkland staff - graduated from Parkland, received a B.S. and M.S. from Southern Illinois University, and now has a fine position in management."

"A failing student in Calculus, spring of 1978, utilized tutoring services four hours each week, successfully passed the course with a grade of B."

With personal needs

"In October, 1976, W. G. entered the New Start program in the G.E.D. Review course. He passed the G.E.D. exam the following April. W. G. is a special student in that his background is extremely rural -- he has never been in a large city nor on a college campus. He had the desire to pursue a career in law enforcement but experienced several stages of fear and anxiety. However, through a cooperative effort with CETA, W. G. saved his money to purchase 'college clothes', obtain a 'college haircut', and finally come to the Spoon River College main campus. He is now in his second year of a difficult law enforcement curriculum which includes such related courses as zoology, psychology, and sociology. He has maintained an overall average of 2.5.

In January, 1978, J. L. entered the New Start program in the G.E.D. Review course and received his certificate in February with a 48 average. J. L., who supports a wife and three children, held down four part-time jobs and enrolled for a full load at Spoon River College to acquire 30 hours of college credit to meet the entrance requirements for an embalming school in Chicago. He maintained a GPA of 3.1. The move to Chicago has been extremely trying since he has never lived in an urban area. In order to maintain his family as a unit, he has moved his family to the Chicago area. He will begin school in September."

"Another example is the case of Maria. With much encouragement from the counselor she progressed through various levels of ESL courses at William Rainey Harper College until she registered for regular credit art courses, intent on an occupation in design. The counselor was instrumental in assisting her and her husband, who was originally supportive of her efforts to improve, in coping with the implications of her new confidence and ambition for their marriage and culture."

"Last year a young man appeared at Parkland College for help - incredibly shy - would not look up. He now has a part-time job, talks and jokes with people and stands tall and confident."

"This past year Lake Land College had a student, who was confined to a wheelchair, who had to undergo a long confinement in a hospital. Through the coordinated efforts of the Dean of Student Services, the Counselor for Disadvantaged Students and the teachers; the student was able to continue his studies at the hospital and effectively finish two courses. In this instance, the student was able to continue his academic career even though he was bedridden in a hospital more than 100 miles from campus. Now this student is continuing his education at Lake Land College after his illness."

With various kinds of activities

Recruitment

"An exemplary accomplishment was a door to door campaign conducted by the guidance advisor and her assistant. From February through August they personally visited 375 residences in Robbins. Information packets containing admissions applications, financial aid information, Moraine Valley Community College brochures, G.E.D. information, and veterans information were delivered to each door. Thus, individual personal contacts were made to the Robbins community residents."

Outreach

"Dropouts from several high schools were referred to outreach people by counselors in the high schools. The outreach personnel contacted those students in an attempt to recruit them for registration at Moraine Valley College."

Courses

"A unique and exemplary accomplishment was a Human Potentials Seminar which was provided for physically handicapped students. The focus of this course was on the students achievements, strengths, values and goals. The intent was to improve the self-esteem and feelings of worthiness of physically handicapped students who participated in this course."

Health, Education and Welfare Headstart Program requires academic competence of all teacher aides. Tutoring services for developmental courses are offered for 2 semesters. Headstart instructors and aides have participated in the prescribed Childhood Educational programs at the college and acquired necessary skills to meet the Health, Education and Welfare requirements."

Creation of teaching materials

"We were very short of money for instructional materials, rental fees, and audio-visual material. These funds enabled us to purchase adequate instructional materials to help the ABE and GED students. Students in the General Studies Program often lack book money at the beginning of the semester. This grant enabled us to purchase enough books to 'loan' to them until they could purchase their own. Some new material on the market was also bought. New audio-visual machines and films were also purchased. The audio-visual machines that we owned were often unusable because of needed repair or parts that were no longer available."

Linkages with community

"We have also cooperated with the local Caterpillar Tractor Company by providing materials from our Reading/Writing Center for their use during breaks in our school year when we are not using them and be teaching in-plant arithmetic and basic algebra programs when they request them."

ICCB Disadvantaged Student
Grant Program: FY 78

Typical of many community college Disadvantaged Student Grant Programs, the program directors wrote:

"Through the Sauk Valley College ADult Learning Center's services, a Vietnamese student received his Illinois driver's license and a public aid recipient achieved financial independence through going to college on a grant and employment as a college work-study. Six Latinos received their G.E.D. diplomas in Spanish. Members of the same family received their G.E.D. diplomas. For example, G.E.D. certificates were awarded to a mother and daughter, a husband and wife, and two sisters.

In a student survey of the program's services, the students rated the instruction, location, and counseling highly. A student's comment sums up the typical response to the Adult Learning Center: 'Services start with people-and you're the best people I've been lucky enough to come in contact with'."

"The evaluations of the teachers in the various courses in preparatory English and Mathematics frequently contain statements like: 'I wish I had taken this course X years ago so I could be doing something important now'; 'This course made me aware of the need to write well! I would have flunked out of college if it had not helped me'."

"From the narrative report, it should be evident that Waubensee Community College has operated an extensive program for disadvantaged students during the past fiscal year, and that the program goes well beyond basic educational services to the disadvantaged students. The resources provided by the Disadvantaged Student Grant Program have been invaluable in supporting the supplementary activities involved in this comprehensive program. Waubensee Community College is committed to serving this important component of our population."

PART II

FY78

TABLES

TABLE II: *Summary of Disadvantaged Student Grant Awards For Fiscal Year: 1978.*

TABLE III: *Comparison of Funding: FY77 to FY78*

TABLE IV: *Number of Students by Racial/Ethnic Origin, Sex, and Age: FY78*

TABLE V: *Program Activities Provided by Grant: FY78*

DATA SUMMARY OF
FUNDING, NUMBER SERVED & PROGRAM ACTIVITIES

TABLE II AND III ANALYSES

TABLE II on page 10, is designed to show a composite overview of the Disadvantaged Student Grant statewide program.

The allocation of funds to community college districts for FY1978 was based on remedial/developmental credit hours claimed during the previous fiscal year (1977). Columns one and two show the remedial/developmental credit hours claimed and the percentage of total statewide credit hours for each district.

Column three gives the amount of state funds available by district for Disadvantaged Student Grant programs. The next column shows the amount of local matching funds provided for courses and activities for disadvantaged students. The local match must be at least equal to the state grant and may be in cash or in-kind services from the college or other agencies. The fifth column combines the state funds and local match, giving the total funds available for disadvantaged students.

Information for the last two columns was taken from the annual report submitted to ICCB to show the number of participants served and the number of student contact hours.

Summary of State Funding, Number Served, Number of Student Contact Hours: FY78

<u>Total State Funding</u>	<u>Total Number Served</u>	<u>Total Student Contact Hours</u>
\$3,706,900	46,783	2,323,816

Due to the legislature eliminating the basic grant in the method for awarding Disadvantaged Student Grants for FY78, major changes in the amounts of Disadvantaged Student Grant awards occurred. For the first time awards were based solely on remedial/developmental credit hours generated in FY1977.

Table III on page 11, compares the state funding amount for FY77 to the state funding amount for FY78. Columns three and four show the dollar increase or decrease and the percentage increase or decrease for each district.

Absence of the basic grants caused extreme changes in the amount of funds received by some colleges. Some colleges decreased as much as 84% less than they had received in FY78. In fact, 25 of the colleges experienced decreases ranging from a decrease of 6.85% to the decrease of 84.17%.

At the same time 7 colleges experienced 100% or more increase in funding, and the extreme examples are colleges receiving 252%, 353%, and even 765% increases from FY77 to FY78.

Illinois Community College Board

TABLE II
SUMMARY OF DISADVANTAGED STUDENT GRANT AWARDS FOR FISCAL YEAR 1978

Community College	Remedial Developmental Credit Hours FY77	Percentage of Statewide Remedial Developmental Credit Hours FY77
Belleville	5,707.5	.0070
Black Hawk	27,651.45	.0340
Chicago, City	595,554.35	.7321
Danville	4,269.5	.0053
DuPage	3,185	.0039
Elgin	3,808	.0047
Wm. R. Harper	11,122	.0137
Highland	3,654.58	.0045
Illinois Central	10,165	.0125
Illinois Eastern	6,174	.0076
Illinois Valley	1,734	.0021
Joliet	13,823	.0170
Kankakee	7,685.5	.0094
Kishwaukee	3,200.5	.0039
Lake Land	2,354.67	.0029
Lewis & Clark	6,492.5	.0080
Lincoln Land	2,009	.0025
Logan, John A.	2,124.82	.0026
Moraine Valley	11,848	.0146
Morton	2,897	.0036
Oakton	7,810.9	.0096
Parkland	4,585	.0056
Prairie State	1,863.6	.0023
Rend Lake	1,041	.0013
Richland	1,976.67	.0024
Rock Valley	2,721	.0033
Sandburg, Carl	1,081.97	.0024
Sauk Valley	3,464	.0043
Shawnee	2,250	.0028
Southeastern	2,393	.0029
Spoon River	1,767	.0022
SCC, E. St. Louis	NO PROGRAM FOR FY78	
Thornton	23,291	.0286
Triton	12,110	.0149
Waubonsee	5,013.5	.0062
Wood, John	2,062	.0024

TOTAL	813,432.51	100%
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Total State Funds FY78	Total Local Matching Funds FY78	Total Funds FY78	Total Number of Participants Served FY78	Total Number of Student Contact Hours FY78
\$3,706,900	\$5,516,361.55	\$9,223,261.55	46,783	2,323,816

Illinois Community College Board

TABLE III

COMPARISON OF FUNDING
FY77 to FY78

Community College	Funding Amounts		Difference	
	FY1977	FY1978	\$	%
Belleville	12,447	26,009	+ 13,562	+ 108.96
Black Hawk	27,785	126,011	+ 98,226	+ 353.53
Chicago, City	1,892,032	2,714,005	+821,973	+ 43.45
Danville	25,451	19,457	- 5,994	- 23.56
DuPage	28,168	14,519	- 13,649	- 48.46
Elgin	21,394	17,353	- 4,041	- 18.89
Wm. R. Harper	29,707	50,684	+ 20,977	+ 70.62
Highland	25,110	16,654	- 8,456	- 33.68
Illinois Central	49,726	46,323	- 3,403	- 6.85
Illinois Eastern	62,455	28,139	- 34,316	- 54.95
Illinois Valley	13,902	7,902	- 6,000	- 43.16
Joliet	17,904	62,997	+ 45,093	+ 251.86
Kankakee	15,235	35,026	+ 19,790	+ 129.90
Kaskaskia	13,556	2,146	- 11,410	- 84.17
Kishwaukee	19,555	14,585	- 4,970	- 25.42
Lake County	27,347	51,896	+ 24,549	+ 89.77
Lake Land	17,391	10,730	- 6,661	- 38.31
Lewis & Clark	26,776	29,587	+ 2,811	+ 10.50
Lincoln Land	22,625	9,155	- 13,470	- 59.54
Logan, John	11,557	9,683	- 1,874	- 16.22
McHenry	14,209	9,479	- 4,730	- 33.29
Moraine Valley	20,778	53,993	+ 33,215	+ 159.86
Morton	10,822	13,202	+ 2,380	+ 22.00
Oakton	12,874	35,595	+ 22,721	+ 176.49
Parkland	22,785	20,894	- 1,891	- 8.30
Prairie State	13,788	8,493	- 5,295	- 38.41
Rend Lake	16,000	4,744	- 11,256	- 70.35
Richland	14,111	9,008	- 5,103	- 36.17
Rock Valley	26,000	12,400	- 13,600	- 52.31
Sandburg	11,232	7,665	- 3,567	- 31.76
Sauk Valley	28,168	15,786	- 12,382	- 43.96
Shawnee	12,669	10,253	- 2,416	- 19.07
Southeastern	14,437	10,905	- 3,532	- 24.47
Spoon River	10,000	8,052	- 1,948	- 19.48
Thornton	12,259	106,140	+ 93,881	+ 764.82
Triton	42,894	55,187	+ 12,293	+ 28.66
Waubensee	25,130	22,847	- 2,283	- 9.09
Wood, John	12,679.90	9,397	- 3,282.90	- 22.37
TOTAL	1,680,958.90	3,706,900	+913,941.10	+ 32.73

*SCC - East St. Louis was omitted from the comparison since they did not receive FY78 funds.

TABLE IV ANALYSIS

TABLE IV (on opposite page) gives the number of students by racial/ethnic origin, sex, and age. Not all colleges had this information available for FY78. TABLE IV reflects all reported data. The totals do not include those students for which information was not submitted.

Collecting student characteristic information poses a problem for the Disadvantaged Student Grant Program. For students enrolled in remedial/developmental courses, this information is readily available. However, for many of the other activities and services provided under the programs, participants are often required to register by name and social security number only.

Many deans and directors of the Disadvantaged Student Grant Programs have indicated their willingness to modify the record keeping systems to make the data available in future years.

As shown below, a comparison of students by ethnic origin enrolled in Disadvantaged Student Programs with all students enrolled in community colleges shows that Disadvantaged Student programs are serving a higher proportion of minority students.

<u>Racial/Ethnic Origin</u>	<u>Percent Enrolled in Community Colleges</u>	<u>Percent Served by Disadvantaged Grants</u>
Asian	2.3%	5.7%
American Indian/Alaskan	0.4	0.4
Black	15.5	20.6
Hispanic	4.2	16.2
Caucasian	60.5	50.1
Unknown	12.0	7.0

Disadvantaged Student program enrollments contain 57.6% women which is slightly higher than the 55% female enrollment in all programs in community colleges.

A comparison by age categories of students served by Disadvantaged Student Programs with all students enrolled in community colleges shows that higher percentages of students in the age groups 21-24 and Over 40 are served by Disadvantaged Student Grants. A significantly lower percentage of the 16-20 years old group are served than are enrolled in college.

<u>Age Categories</u>	<u>Community Colleges</u>	<u>Disadvantaged Grants</u>
16-20	30.9%	20.6%
21-24	19.3	28.9
25-30	20.1	17.7
31-39	15.6	14.3
Over 40	14.1	18.5

TABLE IV

NUMBER OF STUDENTS BY
RACIAL/ETHNIC ORIGIN, SEX & AGE
FOR FISCAL YEAR 1978

Community College	RACE						SEX		AGE					
	Asian	American Indian	black	Hispanic	Caucasian	Unknown	Male	Female	16-20	21-24	25-30	31-39	40-45	45 - over
Belleville	10	14	99	-	746	130	362	637	247	248	173	118	196	19
Black Hawk	96	9	448	418	1819	80	1473	2392		581	533	359	329	990
*Chicago, City														
Danville	10	-	246	25	236	299	272	544	-	-	-	-	-	-
DuPage	3	-	-	220	10	-	67	156	23	20	60	65	50	-
Elgin	87	-	-	761	40	35	616	307	269	421	199	9	5	20
Wm. R. Harper	394	-	-	590	298	227	719	790	294	816	-	258	-	141
Highland	16	-	38	2	286	200	262	280	113	63	64	21	22	59
Illinois Central	-	-	935	-	116	-	384	667	312	320	210	147	35	17
Illinois Eastern														
Illinois Valley	30	-	32	23	169	4	173	85	44	88	48	43	25	1
Joliet	25	4	220	124	447	12	202	630	28	21	232	112	33	406
Kankakee	70	-	447	25	160	4	201	505	120	185	178	56	35	-
Kaskaskia	-	41	-	-	223	-	149	125	-	-	-	-	-	-
Kishwaukee	34	5	11	103	373	45	246	327	176	97	63	114	34	34
Lake County	40	-	101	151	93	52	113	304	53	145	52	20	6	1
Lake Land	18	-	35	-	262	35	262	88	70	70	140	53	17	-
Lewis & Clark	16	-	214	15	336	153	282	354	105	68	7	15	10	6
*Lincoln Land														
Logan, John	-	-	41	-	-	-	14	27	2	4	6	16	12	1
McHenry	-	-	-	-	75	-	8	67	-	-	5	10	15	45
Moraine Valley	11	1	830	109	1186	-	370	505	-	-	-	-	-	-
Morton	51	17	0	85	1478	69	782	918	442	391	340	221	170	136
*Oakton														
Parkland	23	0	349	18	734	11	519	616	414	258	233	137	56	37
Prairie State	6	0	61	12	71	0	69	81	27	30	52	20	14	7
Rend Lake	4	0	30	1	510	0	136	408	25	62	86	140	180	52
Richland			131		155		72	214	166	28	26	27	33	6
Rock Valley	1	0	68	9	24	3	49	56	33	21	26	7	1	17
Sandburg	9		16	40	162	-	97	130	34	84	59	32	10	8
Sauk Valley	10	0	2	35	136	0	67	116	42	42	43	27	35	6
*Shawnee														
Southeastern	-	-	1	0	124	45	30	140	20	19	14	19	7	7
Spoon River	2	1	32	0	706	0	319	422	120	275	279	40	18	9
Thornton	82	7	1024	221	2094	28	622	761	347	678		193	165	
Triton	580	-	455	1249	1250	583	2095	2422	1090	750	870	952	760	95
Waubensee	35	6	49	495	234	18	408	429	302	126	126	181	22	25
Wood, John	6	4	120	4	100	26	47	98	26	62	121	27	23	1
TOTAL	1669	109	6035	4735	14653	2059	11487	15601	4944	5951	4245	3439	2318	2146

*Incomplete data available.

TABLE V ANALYSIS

The colleges reported a wide range of program activities provided under the Disadvantaged Student Grant.

TABLE IV provides a check list of the major program emphases of each college district.

While in the process of reviewing the 1977-78 Disadvantaged Student Grant Program reports, major program emphases were recorded to gain information regarding program activities. The activities were then grouped into categories and the matrix for Table IV on the following page was constructed.

Since the narrative portion of the annual reports was open-ended, with a minimum of direction as to content or format, there was great diversity as to the nature as well as amount of information given in the reports. For instance, although there was no specific request for the following information, several colleges volunteered statistics regarding:

- Improved reading/math skills

- Number of high school equivalencies (G.E.D.) completed

- Successful Adult Basic Education student progressing to G.E.D. classes

- Number of G.E.D. completors entering regular college classes

- Number of students gaining employment

- Number of persons removed from public assistance rolls

- Increased student retention rates

Other information volunteered centered around special groups served such as: minorities (Blacks and foreign born), handicapped, elderly, nursing home residents and sheltered care workshop participants, correctional institution inmates, and displaced homemakers. Several colleges noted cooperative relationships and/or dual funding with Comprehensive Employment Training Act (CETA), Division Vocational Rehabilitation (DVR), Illinois Job Service (IJS), Illinois Office of Education (IOE) state and Health, Education and Welfare (HEW) federally funded programs.

Most of the program activities fall into two basic categories:

- support of remedial/developmental courses:

 - Adult Basic Education

 - General Education Development

 - English as a Second Language

 - Pre-Vocational and Vocational courses

 - Job seeking skills

 - Non-credit seminars and workshops

- supportive services such as:

 - Counseling, academic advisement,

 - Career assessment, specialized testing, tutoring,

 - Individualized instruction, financial assistance,

 - and job placement.

Other activities reported include outreach and recruitment, use of off-campus centers, learning labs, the development of advisory councils, and staff development activities.

Illinois Community College Board

TABLE V
PROGRAM ACTIVITIES PROVIDED BY DISADVANTAGED STUDENT GRANT

Community College	Academic Advisement	Adult Basic Education	Advisory Council	Career Assessment	Counseling	English/Second Lang.	Financial Assistance	G.E.D. Preparation	Individ. Instruction	Job Placement	Job Seeking Skills	Learning Lab	Off-Campus Centers	Outreach/Recruitment	Pre-Vocational Train.	Referrals	Seminars/Workshops	Specialized Testing	Staff Development	Tutorial Service
Belleville	X				X	X										X		X		
Black Hawk	X				X	X		X	X			X	X							
Chicago, City			X																	X
Danville	X		X		X	X						X			X					X
DuPage	X			X					X											X
Elgin	X			X								X	X							X
Wm. R. Harper	X		X	X		X				X		X			X					X
Highland	X					X		X				X			X					
Illinois Central	X	X		X								X		X	X	X				
Illinois Eastern	X	X	X		X		X	X							X	X	X	X	X	
Illinois Valley	X			X	X	X	X					X	X							
Joliet	X	X	X	X	X	X	X					X	X			X	X	X		
Kankakee	X				X	X	X					X								
Kaskaskia						X	X		X											X
Kishwaukee	X				X	X														
Lake County	X			X	X	X	X					X		X	X	X				
Lake Land	X		X	X				X				X		X	X	X	X			X
Lewis & Clark	X			X		X				X	X	X		X	X					X
*Lincoln Land																				
Logan, John						X	X		X											
McHenry	X											X								
Moraine Valley				X	X	X				X	X	X		X	X	X				
Morton	X					X				X			X							
Oakton																				
Parkland	X										X									
Prairie State	X	X		X	X				X	X					X	X	X	X	X	
Rend Lake	X			X		X						X								
Richland	X		X	X	X	X		X				X		X		X				X
Rock Valley	X			X							X	X	X	X						X
Sandburg	X			X	X	X						X								
Sauk Valley	X		X	X	X	X						X								
Shawnee						X														
Southeastern	X			X		X														
Spoon River	X		X	X		X	X					X			X	X	X	X	X	
Thornton	X					X					X	X	X		X			X	X	
Triton	X			X	X		X											X		
Waubensee	X				X	X						X								X
Wood, John	X					X							X							X

*Not applicable.

PART III

FY78 DISADVANTAGED STUDENT GRANT
SUMMARY EVALUATION

One of the requirements for receiving Disadvantaged Student Grant funds is the submission of a summary evaluation of the previous fiscal year's Disadvantaged Student Grant Program. In past years this request was limited to a simple question: What did your Disadvantaged Student Program produce during the past year?

Due to an increased number of inquiries regarding the accomplishments of the Disadvantaged Student Grant Programs, the ICCB staff asked for more specific information regarding the kinds of activities provided, the number served by the activities, client groups served, nature of the outcomes (improved skills, reading level attained, G.E.D. completions, number of public aid recipients employed, etc.). Although the deans and directors had not been given this direction at the beginning of the funding year, they were able to provide a more descriptive report of the past year's Disadvantaged Student Grant activities.

This section of the report outlines by community college district, the contact person for the program, amount of state and local funds budgeted for the program, number of students served, total student contact hours, and a narrative description of the Disadvantaged Student Grant Program. Where possible, the narrative statements are exactly as submitted by the college. However, space limitations necessitated summarizing longer reports. It is hoped the essence of each program has been captured to reflect as much as possible the nature and scope of the program.

522 BELLEVILLE AREA COLLEGE

Contact Person - Martha Giordano

State Funds: \$ 26,009

Number of persons served: 999

Local Match: \$132,558.80

Total contact hours: 89,910

Total Funds: \$158,567.80

The Belleville Area College Disadvantaged Student Grant funds were used to develop new materials to use as study guides for the 1978 edition of the G.E.D. test. Study guides were developed for social studies, natural science. In addition to the new materials developed, grammar/spelling materials were revised to reflect the format of the new G.E.D. writing skills test. A bibliography of all materials was developed for teachers and a teacher's guide was prepared for each level of basic reading.

Another useful grant activity was the development of reading materials from real life situations. An interest survey was given to basic reading students to determine real life skills they would like to learn in the program. An inservice workshop was held to train teachers to write educational objectives based on real life situations, to develop modules for teaching reading, writing, and math for real life situations and then to develop teaching materials. From this activity a resource file was begun which contains materials on every objective listed on the Adult Performance Level (APL) test.

Staff members were trained in teaching reading skills, diagnosing reading difficulties, keeping records, and dealing with the adult student.

503 BLACK HAWK COLLEGE

Contact Person - Otto Schweinberger

State Funds: \$ 126,011

Number of persons served - 3,865

Local Funds: \$ 205,180

Total Contact Hours - 257,912

Total Funds: \$ 331,191

The 1977-78 school year was most successful for the Black Hawk College Adult Basic Education program. We served 3,865 educationally and/or socio-economically disadvantaged adults. Our program provided the following services to our students dependent on individual needs:

1. English as a Second Language instruction to 414 adults who did not speak English as a primary language.
2. Adult Basic and G.E.D. instruction to 336 Black Americans
3. Employability Skills instruction was provided to 154 Public Aid recipients resulting in twenty-six positive job placements and a decrease in dependence on aid grants. More than 57 individuals received employment as a direct result of contact with our program.
4. Over 275 students received their General Education Development Certificate.
5. More than 160 students enrolled in an educational/training program after completion of our Adult Basic/Secondary Education program.
6. Our Alternative Education program resulted in 17 high school drop-outs returning to their respective high schools.
7. Over 452 adults achieved their educational objectives of review through remedial instruction in basic academic areas.
8. 115% of the projected enrollment was realized during FY1978.
9. 219% of the projected student contact hours was realized during FY1978.

Our efforts to continue serving rural areas of our district involved over 150 students who received review and remedial instruction at four different locations in the more rural areas. Project Muhammad, our mobile classroom, provided the opportunity for students in one of our more rural areas to receive G.E.D. instruction. Our program to serve the blind and visually impaired underwent an evaluation study by a team of state and national experts. The recommendations from that study are currently being evaluated for the purpose of implementation. Our Special Project emphasis to serve the Indochinese refugee resulted in educational/support services to over 109 adult refugees.

Final enrollment reports for FY1978 indicate that of the 3,865 disadvantaged adults mentioned above, 1,036 were served in 52 sections of remedial/developmental/General Studies courses.

508 CITY COLLEGES OF CHICAGO

Contact Person - Susan Kupper

State Funds: \$ 2,714,005

Number of persons served - 7,000

Local Funds: \$ 2,714,005

Total Contact Hours - 800,000

Total Funds: \$ 5,428,010

City Colleges of Chicago submitted for their annual report a Program Evaluation of Disadvantaged Student Grant prepared by Peat, Marwick, Mitchell & Co. (PMM & Co.), a C.P.A. firm. Tutoring and counseling are the basic components of the Disadvantaged Student Grant program at City colleges of Chicago. All nine City Colleges operate several projects at each college. The projects differ in size, personnel, budget, organizational structure, and type of service offered.

The nine City Colleges of Chicago serve a very diverse student population. The spectrum starts with the Chicago Urban Skills Institute's target population, the welfare recipients and other urban minorities, and ranges to Richard J. Daley College's working middle class students. Chicago City-Wide College's Food Service Sanitation program provides tutoring in many languages. The diversity in the various projects may be partially explained as a direct response to the differences in student populations.

To summarize the Disadvantaged Student Grant program, an outline of all projects by college is listed below:

<u>College</u>	<u>Program Element</u>	<u>College</u>	<u>Program Element</u>
Kennedy-King	Central Coordination Department-Based Tutors Resource Skills Center Counselor-Aides Reading/Writing Clinic	Wright College	Outreach Testing Counseling Tutoring Job Placement
Malcolm X	Supportive Services to Latinos Academic Support/Remedial Services Student Information Ser- vice Systems Employment Referral System	Truman College	Tutorial Project Center for Return- ing Students Career Services Outreach
Olive Harvey	Developmental Skills Center	Urban Skills	Health Occupations Industrial Occupa- tions Business Occupations
Loop College	LAMP Project Counselor-Aides	Richard Daley	Tutoring Counseling Job Placement
City-Wide	Food Service Sanitation Tutoring		

507 DANVILLE JUNIOR COLLEGE

Contact Person - Harry Smith

State Funds: \$ 19,457

Number of persons served - 816

Local Funds: \$ 19,457

Total Contact Hours - 9,120

Total Funds: \$ 38,914

The Danville Junior College Disadvantaged Student Program is serving the educationally disadvantaged students of the District well. The program is continuing to define the educational and career opportunities that are available at the College. Special emphasis was given to defining these opportunities to the minority community. The program has reinforced counseling and listing services, provided tutorial assistance for students who are academically deficient, instituted Basic and G.E.D. Review courses at outreach locations. Information regarding financial aids and their procurement was provided. As a result of this program this segment of society is more readily identifying with the College and the services which are available.

One of the key thrusts of the program during the past year was the tutorial program which was very successful. Due to the service there was improved academic success and a greater retention of students. The program resulted in increased minority enrollment. Increased participation in the ABE/GED programs is a further indication that the project was effective.

It has been necessary for the Coordinator of the endeavor to expend many hours with young people between the ages of eighteen and twenty-one in order to motivate and help them establish lifetime goals.

Many of these educationally handicapped are also financially disadvantaged and lack the courage to face the challenges of everyday living. Courses and workshops which emphasized personal growth were implemented. Individuals who participated feel the need to return to school, to increase their self-confidence and to seek new avenues of employment.

In the final analysis, a modest investment of Disadvantaged Student Funding, matching cash and in-kind efforts by the College, and facility contributions by the minority community are producing significant results to disadvantaged persons who are seeking to improve their situations through education.

502 COLLEGE OF DUPAGE

Contact Person - David Gottshall

State Funds: \$ 14,519

Number of persons served - 223

Local Funds: \$ 14,519

Total Contact Hours - 6,690

Total Funds: \$ 29,038

This past year the Latino Field Station was located in West Chicago to serve the Latino population in that area of the college district. The participants were involved in instruction, translation, and placement services. One of the special programs offered was English-for-Employment. The program was well attended, and there was significant growth shown in the progress of the individuals in their ability to use the English language.

Another program that was successful was a tutorial program. This program was used to bring those individuals who had special learning problems up to the level of the present class. Most of these students enrolled late. The amount of time allocated to the various individuals varied.

While our records show that 223 individuals participated in formal classes, the staff believe that there were probably twice that number who came in to request assistance.

There are three centers of minority population in the district, so the program for next year is moving to provide services in another area of the district.

509 ELGIN COMMUNITY COLLEGE

Contact Person - Lynn Willett

State Funds: \$ 17,353

Number of persons served - 923

Local Funds: \$ 84,125

Total Contact Hours - 59,072

Total Funds: \$ 101,478

ESL/ABE classes were held in 12 different locations including one in Hanover Park, Algonquin, Dundee; two in both Carpentersville and St. Charles; and five locations in Elgin. The largest number of disadvantaged student attended classes at the college's Outreach Center for Placement and Assessment (COPA) located near downtown Elgin. The classes are held five mornings each week (9:00 a.m. to 12:00 noon) and four evenings (7:00 to 9:00 p.m.). Also, tutoring services are available for students who need additional help. The disadvantaged student programs are made up of ESL/ABE classes.

At least 64 contact hours of ESL/ABE instruction were achieved by 923 unduplicated disadvantaged non-English speaking students.

Students attended and completed levels one through four, progressing from illiteracy to 7th grade reading achievement. Almost 40 disadvantaged students received pre-vocational training as well as English reading, writing and speaking skills training.

The ESL/ABE classes were held in an English language lab situation for the practice of practical oral production and communication techniques such as giving and following directions, job interviewing skills, and telephone skills. A basic education reading and writing class was attended and practical communication skills for work situations were reviewed. Specifically addressed were such skills as: filling out job applications, writing memos; identifying directions in written material; and developing report writing abilities suitable for industrial plant settings with emphasis on the plastics industrial environment.

The methods and materials implemented for the ESL/ABE courses focused upon competency-based, life-coping skills. Utilization of teaching methods such as situational reinforcement, the direct method and role playing were emphasized. Modulearn, APL-based materials from Providence, Rhode Island, and recently developed ESL/ABE materials from Boise, Idaho were utilized in the classroom. Additional instructional aids obtained from local establishments were used, such as deposit/withdrawal bank slips, restaurant menus, theatre tickets, etc.

512 WILLIAM RAINEY HARPER COLLEGE

Contact Person - Urban Thobe

State Funds: \$ 50,684

Number of persons served - 3,000

Local Funds: \$ 55,680

Total Contact Hours - 8,000

Total Funds: \$ 106,364

The William Rainey Harper College programs provide a comprehensive array of services that make it feasible to pinpoint with greater accuracy and to serve the specific needs of individual disadvantaged students. The Disadvantaged Student Grant makes possible many services such as counseling and various levels of tutoring that support students in specific developmental credit coursework, and other activities. These services give to the student support of a highly specific and appropriate kind not found in less well elaborated and articulated programs. The Disadvantaged Student Grant together with the markedly high dedication and professionalism of all of the staff have made major parts of the effort here exemplary for the State of Illinois. The specifics mentioned below merely hint at the profound positive impact of the Disadvantaged Student Grant on the quality of service afforded students by the Harper College Program.

1. Adult Basic Education, including basic skills, G.E.D. preparation courses, and English as a Second Language.
2. Learning Laboratory, including developmental mathematics and basic reading and writing skills.
3. Tutoring Center, including professional and peer tutoring of students having difficulty in regular courses.
4. Learning Disabilities Staff Specialist
5. Arlington Park Backstretch Program
6. Materials and Equipment
7. Disadvantaged Student Program Operations Staff - One teacher, coordinator, counselor, and nine tutors were hired with grant funds.

519 HIGHLAND COMMUNITY COLLEGE

Contact Person - Robert Baker

State Funds: \$ 16,654

Number of persons served - 320

Local Funds: \$ 47,812

Total Contact Hours - 1,425

Total Funds: \$ 64,466

The 1977-78 Disadvantaged Student Grant Program provided the following services to our students according to individual needs:

1. A new ABE/GED center was established in Mt. Carroll and in-plant in Savanna.
2. A series of instructional modules were prepared to assist our students.
3. The funds secured through the FY78 Disadvantaged Student Grant facilitated the further integration of the ABE/GED program and the college credit developmental program.
4. 320 students enrolled in the ABE/GED programs.
5. 89 students completed the G.E.D. program.
6. 61 students advanced from the ABE to the G.E.D. program.
7. 29 welfare recipients were served.
8. 196 students received metric education as a part of the ABE/GED program.
9. 15 enrolled in other education/training programs after completing ABE/GED program.
10. 33 received jobs as a result of the program.
11. 12 students changed to a better job as a result of the program.
12. Academic courses in Illinois History and Music Appreciation were held at a local nursing home. Twenty-two adults were enrolled.
13. Four visual handicapped students were served through equipment and services available at the College's Visual Tech Center.

514 ILLINOIS CENTRAL COLLEGE

Contact Persons - Roy Wright

State Funds: \$ 46,323

Number of students served - 1,051

Local Funds: \$ 46,500

Total Contact Hours - 4,900

Total Funds: \$ 92, 823

The disadvantaged funds for the 1977-78 school year were allocated exclusively for the use of disadvantaged students who were receiving services from the Peoria Service Center. During the periods of July 1, 1977 to June 30, 1978, approximately 1,051 individuals received educational, vocational, or counseling services at the Peoria Service Center. Approximately 724 of these people were enrolled in formal classes while another 327 received various other types of services.

The major emphasis at the service center was on Adult Basic Education. The thrust of the services provided has been to have the Peoria Service Center regarded as a readily educational center for meeting educational needs and enhancing individual skills.

During the past year an advisory committee was formed to assist in giving direction to the operation of the Peoria Service Center. This committee has decided that the thrust of the center should include not only an Adult Basic Education program but transfer level courses and additional vocational programs.

Each semester the Center provides a variety of the college's existing classes that meet the educational needs of the clients served and to provide easier accessibility to those employed in downtown businesses.

Additionally, special classes for workshops were provided for several community agencies:

1. Parliamentary Procedures Workshop - Developed in at the request of the Community Development Staff of Common Place for committee members.
2. Youth Employment Training Program - Fifteen youths who are wards of Children and Family Services were enrolled in ABE classes. Peoria Service Center provided the educational component and Neighborhood Service Center provided employment.
3. Enrichment Program For Community Action Agency - Six employees of CAA enrolled in special reading, English and math classes.
4. Urban League - Students serving in the Neighborhood Youth Corp Program of the Urban League were enrolled in English and the Human Potential Seminar.
5. Shoplifting Prevention - An annual workshop conducted in cooperation with Peoria Police Department/Community Services Division, for downtown merchants.

529 ILLINOIS EASTERN COMMUNITY COLLEGES Contact Person - Kenton Peak

State Funds: \$ 28,139

Number of persons served - 1,641

Local Funds: \$ 40,119

Total Contact Hours - 48,610

Total Funds: \$ 68,258

Illinois Eastern Community Colleges operates a Disadvantaged Student Grant project on each of the four campuses: Wabash Valley College, Olney Central College, Lincoln Trail College, and Frontier Community College.

The Wabash Valley College Disadvantaged Student program produced educational materials to benefit 607 students. The Instructional Media Department and Radio Information Service (RIS) were able to produce cassette tapes, slide presentations, self-instruction materials and educational materials for closed-circuit receivers.

At Olney Central College, particular emphasis was placed upon development of the Learning Skills Center, increased scheduling of developmental courses, and identifying and counseling students.

A free tutoring service for Olney Central students was established, and 160 hours of tutoring were provided to 95 individuals by 24 student tutors. In addition, 132 students were enrolled in on-campus developmental courses. The centralization of developmental course scheduling in one division increased utilization of these courses. In addition, renewed use of the placement testing service provided through Student Services strengthened academic advising of Olney Central's disadvantaged students.

Two workshops were held for the teaching staff dealing with methods aimed at reducing attrition of disadvantaged students. 84% of those in the G.E.D. program received their high school equivalency.

During the 1977-78 academic year, one full-time professional experienced in assisting disadvantaged students was employed at the Lincoln Trail College. This person diagnosed learning problems and was assisted by two part-time professionals one para-professional, five student tutors and 14 part-time professionals and three para-professionals off campus who worked in convalescent homes. Some 900 students could potentially use the Diagnostic Center. Those who used the Center were convalescent home residents, veterans, manpower students and referrals from Public Aid, as well as other agencies serving disadvantaged students.

Accomplishments during the past year at Frontier Community College were: 1) Development of an academic program aimed specifically for those non-traditional students with the lack of cognitive development and/or comprehensional skills. This program, after extensive research and consultation, will serve the individual student, the nursing homes, the shelter care homes and the career development centers; 2) the college had developed an eight member Academic Liaison Council to be a college-wide instructional body; 3) an Academic Coordinating Council to keep the faculty informed of academic advances in their field and to assist the faculty in methodology for teaching the disadvantaged and handicapped student, and a Student Services Liaison Council to assist the Dean of Student Services in providing counseling to the students of the college.

513	ILLINOIS VALLEY COMMUNITY COLLEGE	Contact Person - Eloise Parkerson
State Funds:	\$ 7,902	Number of persons served - 258
Local Funds:	\$ 84,078	Total Contact Hours - 11,232
Total Funds:	\$ 91,980	

The Disadvantaged Student Grant Program at Illinois Valley Community College, with additional funding and cooperation from the American Correctional Association, Sheridan Correctional Center, the Illinois Office of Education, and the LaSalle County CETA Office, had three basic purposes during fiscal year 1978:

1. To meet the fluctuating unemployment demands of the area
2. To upgrade English skills of the Indochinese and Spanish-speaking residents of our district.
3. To develop creative use of leisure time in a restricted environment

The grant also provided for the hiring of a vocational counselor, to counsel the students enrolled in the classes. This position involved into one of administering the classroom training arrangements of the program.

Of the total 82 students, 75% were either positively placed on a job or enrolled for additional training. Just under one-third of the students were placed in training related positions, while another 18% became employed in positions calling for other skills than for which they had been trained. Other positive placements (12%) include persons who completed their own objectives by enrolling in a training program, while 13% were subsidized by CETA in a training related position. Seven individuals were neither placed on a job nor continued training, and 16% are on the inactive list mainly because the 3rd quarter classes just recently ended.

The college employed a part-time instructor with Disadvantaged Student Grant funds to teach a 40-hour English As a Second Language course in the fall semester of 1977. The course objective was to develop the English language abilities of the Spanish-speaking residents of the district. Seventeen students participated in this class which was free of charge to the students.

Disadvantaged Student Grant funds have also allowed the college to purchase testing materials and texts for the Adult Basic Education classes offered during fiscal year 1978. These courses are designed to bring student's reading, writing, and basic math skills to the eight grade level. A total of 31 students participated in ABE classes during the past fiscal year. Duplicated headcount is 50. The grant funds enabled the college to hire two experienced instructors to write syllabi for a new series of ABE and ESL to be offered for general studies credit and certificates. These syllabi were approved for general studies credit and certificates. These syllabi were approved by the IVCC Curriculum Committee in May of 1978, and were subsequently approved by the Illinois Community College Board. The ABE and ESL courses will be offered for credit during the Fall, 1978 semester.

525 JOLIET JUNIOR COLLEGE

Contact Person - Robert Verdun

State Funds: \$ 62,997

Number of persons served - 832

Local Funds: \$ 62,999

Total Contact Hours - 33,280

Total Funds: \$ 125,996

With the ICCB Disadvantaged Student Grant for FY'78, a comprehensive plan for Adult Basic, Adult Secondary and English-As-A-Second Language was designed to meet the educational needs and interests of adults, including the expansion of available learning opportunities for adults who were not adequately served by current educational offerings in their community. The Adult Basic Education Program supported personnel that served approximately 477 people directly and another 210 people in cooperation with programs funded by Will Grundy CETA, and the Illinois Office of Education - Title III. During the past year the program accomplished the following:

1. Two adult learning centers were established within the Joliet Community
2. Full-time counseling and career assessment was available to students in A.B.E., G.E.D. and E.S.L. classes
3. A.B.E., G.E.D. and E.S.L. classes were offered at twenty-two convenient off-campus locations.
4. Training Workshops for twelve area Joliet Adult Basic Education Instructors and Counselors provided a special three-part workshop on "Adult Performance Level (Life Coping Skills) - Competency-based Education" designed to develop skills and competencies in working with disadvantaged clientele.
5. An English As a Second Language Advisory Council was formed to coordinate English As a Second Language offerings on the east side of Joliet.
6. The Foster Grandparents Program conducted at the college emphasized personal development for seniors.
7. Recruitment efforts for Public Aid students included manning and setting up a booth at the local Public Aid Office at scheduled times.
8. Sewing classes which taught A.B.E. skills were offered to eighteen Head Start mothers, and sixteen residents of the Joliet Housing Authority.
9. Staff development activities focused on new curriculum and distribution of information for the new G.E.D. test.

520 KANKAKEE COMMUNITY COLLEGE

Contact Person - David Ferris

State Funds: \$ 35,025

Number of persons served - 706

Local Funds: \$ 35,025

Total Contact Hours - 2,145

Total Funds: \$70,250

The 1978 Disadvantaged Student Grant Program at Kankakee Community College provided educational services through our remedial/developmental instruction program (adult basic education, G.E.D. review, English as a Second Language, etc.) for over 700 educationally disadvantaged students enrolled in our out-reach centers. Six public aid recipients were able to obtain employment, approximately 20 obtained G.E.D. certificates, and at least 75% were able to raise their reading level by one to three grade levels.

501 KASKASKIA COLLEGE

Contact Person - Jack DuHasek

State Funds: \$ 2,146

Number of persons served - 274

Local Funds: \$ 21,634

Total Contact Hours - 19,467

Total Funds: \$ 23,780

The results of the 1977-78 Education Opportunities Program were most encouraging to the entire Learning Resource Center staff. Highlights of this year's activities include:

STAFF: An independent Study Lab Coordinator was employed on a half-time basis to direct the program.

As a result of the enrollment generated by this half-time position the equivalent to two full-time positions were required to meet the needs of the additional students. These needs were met by a full-time CETA instructor/tutor and several part-time slots.

ENROLLMENT: Students were enrolled in a variety of courses including Fundamentals of Reading, Fundamentals of Mathematics, Fundamentals of Composition, Study Skills, Adult Basic Education, and G.E.D. review.

The E.O.P. has generated a fine working relationship with many local organizations.

523 KISHWAUKEE COLLEGE

Contact Person - F. Jeanette Crum

State Funds: \$ 14,585

Number of persons served - 574

Local Funds: \$ 14,585

Total Contact Hours - 16,614

Total Funds: \$ 29,170

Through the grant during this past year, excellent progress and numerous activities have been witnessed. Curriculum development was continued involving the APL concept as applied to ESL. Five additional units were written, bringing to a total of 12 units which are now available for APL/ESL instruction. The new units developed under this grant are: 1) My Rights in This Country, 2) Safety, 3) Housing, 4) Insurance, and 5) Community Resources. Also, two new courses were developed for the advanced non-Native-English speaking student. They are Communicative Linguistics and Cross-Cultural Communications, both of which have descriptions filed with ICCB.

There were 138 persons who successfully completed requirements for the G.E.D. High School Equivalency Diploma during 1977, and 105 persons have already completed since January, 1968. The most important evaluations of educational programs--especially in basic education dealing with disadvantaged students--must involve the impact of that education upon each individual's life. Although it is much harder to quantify, this type of evaluation is much more legitimate when the goals of education are considered.

517 LAKE LAND COLLEGE

Contact Person - Richard DeVecchio

State Funds: \$ 10,730

Number of persons served - 350

Local Funds: \$ 10,730

Total Contact Hours - 1,000

Total Funds: \$ 21,460

The disadvantaged student program at Lake Land College was a multifaceted counseling, outreach and service program which included activities in the following areas:

1. Academic advisement
2. Financial aid counseling
3. G.E.D. information and tutoring
4. Vocational testing
5. Human Potential Seminars
6. Career decision making seminars
7. Job placement
8. Tutoring
9. Personal and family counseling

Approximately 350 students were served and over 1,000 conferences conducted. Included in these students were C.E.T.A. and D.V.R. recipients, physically handicapped, middle-aged persons receiving training to replace antiquated job skills, high school dropouts and displaced housewives.

The outreach aspects of the program included close contacts with such agencies as Embarras River Basin Agency, Department of Vocational Rehabilitation, C.E.T.A. employment services, the Mattoon Area Adult Education Center, and the Coles County Mental Health Association.

532 COLLEGE OF LAKE COUNTY

Contact Person - Frank Adams

State Funds: \$ 51,896

Number of persons served - 1,125

Local Funds: \$ 72,616

Total Contact Hours - 2,640

Total Funds: \$ 124,512

The College of Lake County provided instructional and counseling services via a Community Education Center (formerly Outreach Center) in downtown Waukegan. During the past year, the Community Education Center has responded to the needs of the under-educated adult and urban community by providing: Adult Basic Education, English-As-A-Second Language and General Education Development Classes. In addition, the center provided transfer, career, developmental preparatory, Pre-vocational Training and Community Service Programs and Seminars.

1,125 students were enrolled in credit courses at the center and 1,037 people participated in the Community Service Programs and Seminars.

125 people were processed by the Title 20 Program for Public Aid recipients, 41 students were registered in the Title 20 Program with 31 completions. Four Title 20 students received their G.E.D. certificate and eight Title 20 students have taken and passed two or more of the G.E.D. test. A total of 31 students received their G.E.D. certificates.

2,316 people visited the Center during Fiscal Year 1978. Many of the visitors came to the center to pick up catalogs, class schedules, and referrals. In addition the center received 1,315 phone calls.

These students and several hundred others benefited from referrals; counseling; newsletters; community seminars, and other student service activities available at the Community Education Center.

Of the 31 students receiving their G.E.D. certificates the past year, 11 are enrolled in college programs, i.e. Cook County School of Nursing, Loyola University, Barat College, Northeastern Illinois University and the College of Lake County. We've had two students receive management positions as a result of obtaining their G.E.D. certificates.

536 LEWIS & CLARK COMMUNITY COLLEGE

Contact Person - Nicholas Moehn

State Funds: \$ 29,587

Number of persons served - 789

Local Funds: \$ 31,000

Total Contact Hours - 9,265

Total Funds: \$ 60,587

RECRUITMENT: One of the strengths of the Special Services Department at Lewis and Clark Community College (LCCC) is the relationship it maintains with social, welfare, and employment providers throughout the district (CETA, Illinois Job Service, Illinois Public Aid, Illinois Division of Vocational Rehabilitation, Educational Opportunity Center, Economic Opportunity Commission, Madison County Mental Health Clinic, Urban League, Council on Alcoholism and Drug Dependency, etc.). Two major workshops, involving these agencies, were sponsored by the Special Services Department during the past year. These workshops helped establish the linkage necessary for these agencies to initiate appropriate referrals to this institution. In addition, the Special Services staff became more aware of the services available in the community.

RETENTION: All students on Academic Probation received a special service last year. After first being identified through data processing techniques, each probation student received a simple-to-read letter that urged the student to seek special counseling. Those students who failed to make a counseling appointment were then contacted by phone.

The mean cumulative grade point average for the students seen by the Special Services Counselor was 1.304 at the beginning of the semester. At the end of the Spring Semester, these students' mean grade point average for the term was 2.134.

In addition, the Excessively Absent students were scheduled to receive a similar type of service as the probation students. A total of 423 excessively absent students were identified during the Spring Term and 153 were contacted by telephone. Most students reported that lack of interest or inclement weather resulted in their non-attendance at class.

REMEDIATION: A total of 211 students entered the G.E.D Program (formerly "Street Academy") during the past year; of these, 45 students actually completed their G.E.D. and have been referred for additional educational/career training at LCCC. Additional G.E.D. classes sponsored by LCCC at off-campus locations served 873 students; of these, 158 students received their high school equivalency diploma. The G.E.D. staff have made several visitations throughout the year at outreach centers encouraging the non-high school graduate to consider LCCC as a viable alternative to their educational/career development.

The Tutoring Program at LCCC served 104 students during the Spring Semester. Seventeen Financial Aid Students were employed as peer tutors and clerical workers, amount to 2140 hours of employment during the year. A total of 108 students improved their reading grade level from Remedial Reading classes during the year.

526 LINCOLN LAND COMMUNITY COLLEGE

Contact Person - Urania Giarvaras

State Funds: \$ 9,155

Number of persons served - 46

Local Funds: \$ 9,350

Total Contact Hours - 5,445

Total Funds: \$ 18,505

The Night Child Care Center located at Montgomery House served 67 children between the ages of 2 and 10 years of 46 students who attended night classes at Lincoln Land. Of these children, 37 were from low-income families, and 29 of these were single-parent families. The children received hot nutritious suppers each night and educational and recreational programs directed by qualified trained staff. They were bathed, bedded, and tutored each night by a director and four Lincoln Land Community College students, two of whom were employed under our College Work Study Program.

530 JOHN A. LOGAN COLLEGE

Contact Person - Carl Planinc

State Funds: \$ 9,683

Number of persons served - 41

Local Funds: \$ 9,770

Total Contact Hours - 16,320

Total Funds: \$ 19,453

Each student has improved his self concept as well as his academic skills. Without this program many would not be able to sign their own names or cope with everyday situations in their lives. The program certainly has helped many students to become more self-reliant and self-dependent, and at the same time has provided opportunities for enrichment of their lives, the lives of their families, and the community as a whole.

Even though much progress has been made, we have only begun in this area of endeavor. The need becomes more apparent as our society becomes more complicated and demanding. Education is the ultimate answer to the ills of society. We must continue our efforts, if we are ever to realize and recognize substantial progress toward humanitarian goals.

528 McHENRY COUNTY COLLEGE

Contact Person - Pete Stuckey

State Funds: \$ 9,479

Number of persons served - 75

Local Funds: \$ 9,480

Total Contact Hours - 5,000

Total Funds: \$ 18,959

The 1978 McHenry County College Disadvantaged Student Grant has served clients living in a sheltered environment. The clients come from three sources: Sheltered Village, Woodstock, Illinois which is a community living facility for mentally ill, mentally retarded and mentally disabled individuals; Valley-Hi Nursing Home operated by McHenry County; Sunset Manor Nursing Home in Woodstock, Illinois.

During Fiscal Year 1978 McHenry County College served 75 clients. The activities include but are not limited to the following: basic reading activities, homemaking skills, cooking, sewing and current events. Some participants of Sheltered Village are also enrolled in our Adult Basic Education Reading Program funded through a grant from the Illinois Office of Education.

The major outcomes are 1) helping people to adapt to living in a sheltered environment and 2) giving skill necessary for people to make the transition to living in the community.

The uniqueness of this program is in the skills learned by the mentally ill and the participants in the nursing homes. To see people learn to do even simple things and/or to learn new skills in the environment in which they live are to us the special part of this program.

524 MORaine VALLEY COMMUNITY COLLEGE

Contact Person - Philip Theodorou

State Funds: \$ 53,993

Number of persons served - 4,009

Local Funds: \$ 54,000

Total Contact Hours - 8,916

Total Funds: \$107,993

Moraine Valley Community College has established an outreach information center in Robbins, Illinois to target activities to attract students to higher education. Brochures describing the services of the information center were mailed to every residence in the area, to community clubs and organizations, unemployed veterans, and a Robbins Center Newsletter was mailed to residents in the area.

The participants in the Academic Skills Center program were students needing developmental instruction in basic skills. Students selected were those with a history of low motivation, low academic skills, poor use of time, insufficient study habits, short attention span and diffused student entrance patterns. We tried to increase reading, writing, and math skills to a level of proficiency to allow the students to continue in their main stream of education. Our concern was with students needing to complete the high school equivalency programs and these students were taught in a setting that allowed for varied teaching strategies including AV materials, a variety of written materials, and varied achievement level materials. A special structured course in typing for improving marketable skills for employment was offered.

Social agencies in the community that were aware of socially, economically and academically disadvantaged students made referrals to our outreach people. These potential students were contacted and informed about programs and special services were provided to those students registered in college programs.

The Health Services office provided the following services for physically handicapped students: pre-admissions consultations, assistance with registration and orientation, assistance with registration and course scheduling, assistance with special test-taking arrangements, assistance in finding mobility aids. In addition, provided note-takers, readers, typist, transcribing clerks, health and personal counseling and provided software and hardware which assisted their college adjustment

A Diagnostic Testing Center was established to provide diagnostic testing for disadvantaged students. Testing services were available for students who had "academic and/or learning and/or psychological limitations." After a diagnosis was made, following the initial interview and diagnostic tests, personnel from the Diagnostic Testing Center met with personnel from the Academic Skills Center to determine what specific activities were necessary to assist the disadvantaged student.

A counselor assigned to the Academic Skills Center co-led five study skills seminars, worked with the interdisciplinary skills team and provided full time counseling services to students using the Academic Skills Center. The counselor also contacted financial aid recipients who did not complete 50% or more of their courses during the fall of 1977.

527 MORTON COLLEGE

Contact Person - Les Schlembach

State Funds: \$ 13,202

Number of persons served - 1,700

Local Funds: \$ 13,202

Total Contact Hours - 103,260

Total Funds: \$ 26,404

The Disadvantaged Student Grant Program for the fiscal year assisted those who enrolled in the Academic Skills Center and Continuing Education Programs as well as of college offerings.

The Academic Skills Center offered G.E.D. review courses, English-As-a-Second-Language, successful study, English fundamentals, reading improvement, speed reading, math fundamentals, elementary algebra, elementary geometry, metric system, and basic mathematics for nursing. This was the first year of operation for the Academic Skills Center and the enrollment totaled 728.

Other areas that offered courses developmental or review for the disadvantaged included automotive, aviation, blueprint reading, business related, home economics, physical conditioning, travel specialist, upholstery and T.V. There were a total of 798 students enrolled.

On site courses were presented to 174 people enrolled that had objectives related to their job operations.

During the year the college planned and organized courses that will be offered by the college for its' "Job Bound Program" for the disadvantaged. This is a cooperative venture with the C.E.T.A. Program that the college is administering.

The college provided 56 C.E.T.A. Aided student courses in the following certificate programs: secretarial-clerical, secretarial stenographic, dental assisting, nursing (A.A.S.), welding, heating/ventilation and air conditioning.

535 OAKTON

Contact Person - David Hilquist

State Funds: \$35,595

Number of persons served: 2,000

Local Match: \$35,595

Total contact hours: 105,000

Total Funds: \$71,190

The Disadvantaged Student Grant program was developed to assist students who have skill deficiency in reading, writing and/or mathematics to achieve college level competence in these skills. Through a variety of learning options available to the student at his choice, including individualized self-paced instruction, computer assistance, one-on-one tutoring and television as well as the traditional classroom, students are provided the opportunity to attain the level of skills mastery requisite for success in Oakton's baccalaureate or career programs.

Key aspects of the program include:

1. Testing of entering students in reading, writing and mathematics to assess skill level;
2. Personal and academic counseling of students with recommendations for course selection including explanation of alternative learning options to assist students in making good decisions;
3. Designing, implementing and modifying various instructional delivery systems; and
4. Ongoing research and evaluation of program to determine its effectiveness.

505 PARKLAND COLLEGE

Contact Person - Donald Swank

State Funds: \$ 20,894

Number of persons served - 1,135

Local Funds: \$ 31, 163

Total Contact Hours - 56,750

Total Funds: \$52,057

During 1977-78, with partial assistance from the Disadvantaged Student Grant Program, Parkland served 80 students through the Preparedness Program. The enrollment for the first semester was 55 and for the second semester, 62. According to statistics for this program, a large percentage of the students were Black. These students were given special attention in recruitment and assistance in being admitted and enrolled. The students were enrolled in a variety of classes dependent upon background, ability and interest. The preponderance of students were enrolled in remedial and developmental courses such as ENG 090, ENG 091, MAT 091, MAT 095, RDG 090, RDG 094, RDG 095, and RDG 096. All students in the program were enrolled in PRP 110 which is a seminar to discuss problems, procedures, study habits, goals, etc. Of the 55 enrolled in the fall, 30 continued in the spring semester.

In the Learning Laboratory, the staff worked with 1,055 students who needed assistance in developing basic skills and in gaining self-confidence.

515 PRAIRIE STATE COLLEGE

Contact Person - Katherine Gavin

State Funds: \$ 8,493

Number of persons served - 150

Local Funds: \$ 8,493

Total Contact Hours - 4,500

Total Funds: \$ 16,986

The main function of the Personalized Learning Program (PLP) is to be a supportive facility for the students and instructors at Prairie State College. It also endeavors to serve the needs and requests of the community and those of other educational institutions whenever possible.

The Center serves an average of 50 students per day. This increase of students has necessitated more workshop presentations, supportive instruction to a larger group, and one-to-one instruction when necessary.

Another service offered which has increased greatly over last year is that of make-up tests. This has been particularly advantageous to the student whose instruction (part-time) may be on campus only one night a week.

Many students seek counseling in such areas as college requirements, registration completion of financial aid forms, career and vocational guidelines, as well as personal counseling.

In the 1977-78 academic year 268 students were tutored on a one-to-one basis in the Writing Lab. The Writing Lab's main objective was to help students learn various writing skills through regular sessions with a tutor. The Lab also assisted drop-in students with immediate needs (i.e. footnote form, how to outline, etc.).

The objective of the Study Skills Lab is to help students improve those learning skills which are necessary for academic success. A diagnostic instrument is used to determine to what extent the student has mastered a particular skill.

521 REND LAKE COLLEGE

Contact Person - Mark Kern

State Funds: \$ 4,744

Number of persons served - 545

Local Funds: \$ 17,624

Total Contact Hours - 1,824

Total Funds: \$ 22,368

Instructional and Counseling support was provided for students in the G.E.D. classes. The shelter care and sheltered workshop programs were maintained.

Outreach in area communities was maintained by offering night G.E.D. clases. The objectives of the shelter care and sheltered workshop programs were redefined and limited so that Disadvantaged Grant Funds for these particular programs will not be needed for next year. A decision was made to increase emphasis on serving disadvantaged students on campus as well as continuing outreach in basic education.

537 RICHLAND COMMUNITY COLLEGE

Contact Person - John Kirk

State Funds: \$ 9,008

Number of persons served - 684

Local Funds: \$ 42,343

Total Contact Hours - 2,685

Total Funds: \$ 51,351

During the Summer and Fall, 1977 and Spring, 1978, 1786 credit hours were generated in the preparatory-developmental courses by 504 students. These courses were Engl. 085 - English as a Second Language, Engl. 086 - English as a Second Lanugage 2, Engl. 090 - Reading and Study Skills, Engl. 091 - Developmental Writing (all in the Reading/Writing Learning Center), Math. 090 - Arithmetic, and Math. 091 - Basic Algebra.

The Reading/Writing Center provides the following instructional services on an individual, walk-in basis: Reading and Comprehension Services - increasing reading comprehension, improving concentration skills, developing effective listening, instruction on how to take notes, doing research term papers, doing library research, providing readability analyses, test-taking skills, preparing short papers, preparing for G.E.D. exams, increasing study skills, and Learning Resources Center orientation; Writing Skills Services - writing effectively, increasing vocabulary, writing job resumes, effective oral communication.

In addition to the above services and appointments, the Center also offered two classes for the disadvantaged student, English 090, (Reading and Study Skills) and English 091 (Developmental Writing).

Improving reading comprehension, improving writing effectiveness, enhancing oral communication, teaching basic research, improving study and note-taking skills were accomplished through Center services.

On February 6, 1978 the Office of Student Development and Service employed a person as Coordinator of the Disadvantaged Student Grant program. The duties of the coordinator include the pretesting of potential G.E.D. students, the placement of these students into either one of Richland's developmental classes or one of the other programs in the area, the retesting of student for subsequent placement, and the personal counseling of these students.

Also included are liasion roles with our program's developmental teachers, outreach workers, and administrators as well as those with the other agencies in the area. In addition, we are developing ourselves as a G.E.D. information service to the community.

Getting G.E.D. information to the public has been a chief concern this year. With the high percentage of people who haven't reveived a high school diploma or its equivalent residing in our area (47% of those over 25 years), it is more necessary than ever to get general information to the public. In order to increase public awareness, we have gone to the shopping centers, swimming pools, and the County Fair to give the public information about the G.E.D. test and about the G.E.D. programs in the area. We have also been on a radio show and on a local television talk show.

511 ROCK VALLEY COLLEGE

Contact Person - Jon Lundin

State Funds: \$ 12,400

Number of persons served - 105

Local Funds: \$ 12,628

Total Contact Hours - 123,900

Total Funds: \$ 25,028

Rock Valley College's 1977-78 disadvantaged student program was intended for persons in the College District who were illiterate, functionally-illiterate, or in need of help to improve their primary reading and writing skills. The program concentrated on establishing a number of small reading classes at local community and training centers; 105 persons enrolled in these classes between October 1977 and the end of the program in July 1978.

The program was part of a local literacy effort that included the Adult Evening School of the Rockford Board of Education, Hill Adult Education Center, Spanish Speaking Special Services, Rockford Literacy, Inc., Rockford College Reading Clinic, and the Human Resources Department of the City of Rockford.

The 1977-78 Rock Valley program served a predominantly low-income population. Most persons entering the program could not read beyond the fifth grade level, and several could not read at all. The students included both high school drop-outs and ex-offenders.

The 1977-78 Rock Valley disadvantaged student program did not offer vocational training or career awareness classes, except incidentally through reading and writing instruction; citizenship, driver and consumer education, basic mathematics, religion, gardening, current events, American and world history, cooking, and cosmetology were among subjects studied in the classes, but with the main purpose of improving the students' literacy. The achievements of the 1977-78 Rock Valley program are to be measured in intangibles such as the satisfaction of a woman who learned to print her name for the first time and the self-confidence of another who learned to count money, rather than in the tables of G.E.D. completions and persons employed (Rock Valley honors an agreement with the Rockford Board of Education not to conduct either ABE or G.E.D. classes).

518 CARL SANDBURG COLLEGE

Contact Person - Lanny Rudd

State Funds: \$ 7,665

Number of persons served - 300

Local Funds: \$ 21,400

Total Contact Hours - 8,400

Total Funds: \$ 29,065

The Disadvantaged Student Grant at Carl Sandburg College was used to fund a recruiter counselor, and a part-time secretary, in our Adult Learning Center. The recruiter counselor speaks Spanish fluently and helps to tutor and counsel Spanish speaking students at Carl Sandburg College.

The Carl Sandburg College Adult Learning Center worked with 325 different students during the 1977-1978 school year in the three areas of Adult Basic Education, English-as-a-second language, and GED review. (A total of 52 students passed the GED examination during 1977-1978.)

The age range of our students was 20 years to 45 years and there were seven different nationalities represented.

506 SAUK VALLEY COLLEGE

Contact Person - John Sagmoe

State Funds: \$ 15,786

Number of persons served - 183

Local Funds: \$ 22,700

Total Contact Hours - 32,940

Total Funds: \$ 38,486

The Disadvantaged Grant Program continued to improve during the 1977-78 school year. More emphasis was placed on recruitment and publicity, public aid recipients and C.E.T.A. clients participated in counseling and instruction, and a larger number of adults were served.

Over 180 educationally disadvantaged students were served through this grant program. 26% came from minority populations (Latinos, Blacks, and Vietnamese). Because of the program's easy accessibility to disadvantaged groups, we were able to serve citizens who would normally be deprived of educational opportunities.

Both instruction and counseling were provided to the participants. Activities consisted of G.E.D. instruction, English as a Second Language, and career and/or personal counseling.

Forty-four adults received their G.E.D. High School Equivalency diplomas and 20 other students successfully completed their adult education classes. As a result of the Disadvantaged Student Grant Program, 32 adults were attending Sauk Valley College during the 1977-78 school year. Many of the remaining students will continue their education in next year's program.

531 SHAWNEE COLLEGE

Contact Person - George Floyd

State Funds: \$ 10,253

Number of persons served - 100

Local Funds: \$ 10,253

Total Contact Hours - 6,400

Total Funds: \$ 20,506

We were able to assist approximately 100 students in pursuing their G.E.D. certificate. As a result of obtaining a G.E.D. certificate, many students were able to maintain their jobs and continue their education at the post-secondary level.

533 SOUTHEASTERN ILLINOIS COLLEGE

Contact Person - Ben Cullers

State Funds: \$ 10,905

Number of persons served - 170

Local Funds: \$ 10,905

Total Contact Hours - 681

Total Funds: \$ 21,810

One hundred seventy (170) students were enrolled in the Early Leavers' Program during fiscal year, 1978. As of May 26, 1978 over 40 have passed the G.E.D. exam, while 23 pursued advanced education at the college level. During the academic year, students who had been or were enrolled in G.E.D. classes were enrolled for 681 credit hours at the college. It is anticipated that more from the group will pass the G.E.D. test in the coming months.

534 SPOON RIVER COLLEGE

Contact Person - Paula Danowski

State Funds: \$ 8,052

Number of persons served - 741

Local Funds: \$ 31,223.20

Total Contact Hours - 23,712

Total Funds: \$ 39,275.20

Adult Basic Education classes were offered in three locations with a total of 29 enrolled. This class is specifically for low reading students. Pre-G.E.D. Review classes were offered in 5 locations throughout the Spoon River College District with a total of 256 students who are lower than the G.E.D. levels in both reading and math. G.E.D. Review classes were offered in 5 locations throughout the Spoon River College District with a total enrollment of 258 students. One-hundred fifteen of the students acquired their G.E.D. Certificates. They average an increase of 2.4 grade levels in their reading score and 3.4 grade levels in their math scores.

337 students took advantage of the tuition-free aspect of the program by enrolling in college level classes at Spoon River College. The average grade point level for New Start students continuing their education was 2.88 for Fall '77 and 2.74 for Spring '78.

At the Spoon River College Commencement exercise held in May one New Start student received a Professional Certificate; 3 received degrees in Associate of Applied Science; and 1 was awarded an Associate in General Education. Also, 11 New Start students obtained their LPN Certificates at the July ceremony.

For students who cannot attend regularly scheduled classes, an Outreach Tutor served 44 students through a program called "G.E.D. in the Home". A R.A.P. Coordinator assisted 87 New Start students who are Public Aid recipients. Twelve of these obtained their G.E.D. Certificates, and 2 completed the LPN program. Individual counseling is a very important aspect of the New Start program. This includes both educational and personal counseling. All members of the New Start and the Spoon River College counselors participate in counseling New Start students. The New Start staff members participated in a number of staff development activities which greatly enhanced the program.

510 THORNTON COMMUNITY COLLEGE

Contact Person - Theda Hambright

State Funds: \$ 106,140

Number of persons served - 3,456

Local Funds: \$ 1,202,999

Total Contact Hours - 21,692

Total Funds: \$ 1,309,139

The Disadvantaged Student Grant has provided much needed services and educational materials for the students at Thornton Community College this past year. Every segment of the College has benefited from these funds: the regular academic population (through tutoring), the General Studies Program, and the Adult Education Centers.

Sixty students passed courses through help provided by the Peer Group Tutoring Center. The two subjects which students experienced the most difficulty in were accounting and English. Thirty students received assistance in accounting and sixteen in English.

An outreach Learning Lab was established at our Calumet Adult Center for those students who wanted teacher assistance in math, English, and reading. These were older students who felt more comfortable working with a professional adult. Twenty-two people took advantage of the program which was in operation from January 1 through June 30.

The Disadvantaged Grant provided the Adult Education Centers with funds for recruitment of disadvantaged students. We had brochures and flyers for this purpose. Student assistants were used to pass our flyers throughout the district that were appropriate for the different neighborhoods.

A film was made by our Learning Resource Center for the Adult Education Program. This has been and will be used for orientation, retention and recruitment.

Field trips to Chicago and other points of interest gave disadvantaged students a feeling of "belonging" because they got to know each other better. It also provided much material for discussion and oral and written expression.

The travel money was used to bring on campus people knowledgeable in how to best help the disadvantaged. Many of our teachers took all of the responsibility away from the students. We learned from these experts that students are quite capable of handling their own affairs if the proper environment for decision-making is provided. Personnel in the program also attended conferences that provided a background in working with the disadvantaged.

504 TRITON COLLEGE

Contact Person - Patricia Bauhs

State Funds: \$ 55,187

Number of persons served: 5,500

Local Funds: \$ 255,765.55

Total contact hours: 197,244

Total Funds: \$ 310,952.55

Activities funded through the Disadvantaged Student Grant from the Illinois Community College Board have taken place on several different levels of instruction. The number of disadvantaged adults in the Triton College District continues to rise, especially in the areas immediately south and north of the college. Spanish speaking families are choosing those areas in which to reside, hence there is a growing need for the teaching of English as a Second Language.

The Independent Learning Coordinator has been successful in the development of the individualization of the five levels of English as a Second Language taught through Triton College. The efforts of several experienced teachers have resulted in an individualized library containing extensive materials which have been utilized by instructors teaching on the campus during the past year. Usage has been confined primarily to the campus while materials have been in a developmental stage.

The Adult Basic Education Supervisor has been instrumental in coordinating efforts among all of Triton's instructors of the disadvantaged student. An informative newsletter has been developed for distribution to all instructors and A.B.E. Advisory Council members.

Special efforts in competency-based education for the English as a Second Language student have been initiated. Several instructors have taken project field trips to some of Chicago's supermarkets, shopping centers, banks, etc. Following special classroom preparation for individual projects or assignments at the various facilities (several local newspapers have carried an accounting of field trips). The A.B.E. Supervisor also maintains accountability to the Illinois Office of Education for the Federally Funded A.B.E. Program.

The Bi-lingual Advisor has been stationed at the Illinois State Employment Service in Maywood, Illinois through a cooperative agreement with that agency. Through this position the Advisor counsels numerous Spanish-speaking individuals in various career opportunities and educational alternatives.

516 WAUBONSEE COMMUNITY COLLEGE

Contact Person - Edward Fauth

State Funds: \$ 22,847

Number of persons served - 837

Local Funds: \$ 23,000

Total Contact Hours - 135,000

Total Funds: \$ 45,847

During Fiscal Year 1978 Waubonsee Community College maintained its comprehensive program for serving disadvantaged students, in accordance with the philosophy of the Open Door Public Community College in Illinois. Through this program an effort is made to reach all the citizens of the Waubonsee service area who are educationally disadvantaged, and to provide complementary services which will involve them in the mainstream of our educational and economic society. There are four major programs involved in our disadvantaged student activities.

Adult Basic Education Program: The first of the major programs which is complemented by our Disadvantaged Student Grant activity is the Adult Basic Education Program conducted by Waubonsee Community College throughout our service area. We have attempted to make this program easily accessible to individuals who live in various parts of our district. Therefore classes are conducted not only on the Waubonsee campus in Sugar Grove, but in our Extension Center on the east side of Aurora, which is a major population center of our district, particularly of our disadvantaged population. Other classes are conducted in libraries of the rural areas, in several industrial plants, and in a number of cooperating social agencies.

Disadvantaged Student Grant Funds are used to enrich this program through a Career Assessment Center, which is located in our Extension Center in Aurora. The Career Assessment Center works with the Kane-DeKalb CETA Services Consortium, and other CETA prime sponsors of our service area, to provide assessment and vocational guidance services to individuals who are either referred to us or who come to us directly.

The Right-to-Read Program: The comprehensive program for serving disadvantaged students involves an extensive Right-to-Read Program, which is in its third successful year of operation. The program takes individuals who are functionally illiterate, and involves volunteer tutors in working with them to teach them basic reading skills.

Outreach to Hispanic Citizens: To serve the Hispanic population, we have established a Northeast Side Service Center, which is staffed by a bilingual bicultural Project Manager. This individual works very closely with two community organizations which serve the Hispanic population.

Waubonsee Hearing Impaired Program: Another major thrust of our service to disadvantaged students is a model statewide program for teaching individuals whose hearing is impaired a number of vocational skills which will be useful to them in obtaining and maintaining productive employment.

539 JOHN WOOD COMMUNITY COLLEGE

Contact Person - J.V. Hopper

State Funds: \$ 9,397

Number of persons served - 260

Local Funds: \$ 9,397

Total Contact Hours - 7,265

Total Funds: \$18,794

The Disadvantaged Student Grant Program during FY78 has concentrated on providing basic skills training and supportive tutorial assistance for the disadvantaged students of our district. The program has had four major components:

Preparation for G.E.D. examination: An individualized, open-entry, open-exit course in G.E.D. preparation has made possible access to the G.E.D. certificate for many disadvantaged students. During the year, twenty-four persons passed the examination while only one failed; and forty persons are continuing in the course while only eight have dropped out.

Basic Adult Education: With this year's grant we were able to acceptably equip a media-based, comprehensive curriculum in basic skills with emphasis on reading. Thus far, eleven persons have completed this program, raising their reading levels an average of 2.1 levels. Some of these students have continued into the G.E.D. Review course, while others have entered other programs or have simply the pleasure of having gained in basic competencies. Another thirty persons are still in this program, while only two have withdrawn and none have failed.

Short Course for Unemployed Youth: A series of seven short courses on job-finding and on-the-job skills have been completed in conjunction with the local CETA agent. For this program, we provided materials, space and training of teachers while CETA covered the salaries of the teachers. A total of 80 students participated with 69 passing the course, 7 withdrawing, and 4 failing. The average rating of the course by the students was 6.2 on a 7 point scale, a very positive response.

Tutorial Assistance: Thirty-four students were given tutorial assistance for specific courses in which they were enrolled. This figure far exceeds our original estimate of twenty. Of this number 65% (22) have thus far completed successfully their courses; 26% (9) have not yet completed the courses; 9% (3) dropped the courses; and none failed.

PART IV

SUMMARY AND PROJECTIONS

The amount of state funding for Disadvantaged Student Grant programs has increased considerably the past few years. The size and scope of programs have increased proportionately. Many colleges have been able to experiment with new teaching methods, create new instructional materials and develop new approaches to educating the educationally disadvantaged adult.

During FY79 the ICCB staff felt that the Disadvantaged Student Grant program had reached a point in time when a re-evaluation of the Disadvantaged Student Grant program must take place.

The method of distribution of disadvantaged student grants was changed to include a basic grant of \$15,000 for each college and the remainder of \$3.8 million to be distributed on the basis of enrollment in remedial/developmental courses in the previous year.

In order for a college district to obtain a disadvantaged student grant, there are three requirements: 1) an annual report on the Disadvantaged Student Grant program for the past year; 2) a plan for the proposed Disadvantaged Student Grant Program for the new fiscal year; and 3) verification of a combined local match (either cash or in-kind, or both) at least equal to the total amount of the State Disadvantaged Student Grant funds received.

The ICCB staff revised the application and approval procedures for FY79. For the first time, the colleges were asked to submit (1) quantitative, measurable objectives which include: a) the kind of activity to be provided, b) who will be served by the activity (client group), c) the number of persons projected to be served, and d) the nature of the outcomes (skills to be improved, attitudinal changes, knowledge development, etc.); (2) a description of the linkages of the Disadvantaged Student Grant program to other educational, business, and governmental organizations; and (3) the methods the college will use to measure the success of the program. The staff also listed the kinds of data that will be requested for the FY79 annual report.

Most state and federal grants require similar information in requests for proposals. Thus, many colleges are accustomed to this kind of application process. For some colleges the revised procedures provided a way for them to sharpen their focus on the educationally disadvantaged and give more attention to the planning process.

Sessions were held in various parts of the state for deans and directors responsible for the Disadvantaged Student Grant programs. The new procedures were explained and discussions held regarding the direction and future of the disadvantaged Student Grant program. There is a great deal of interest, enthusiasm, and pride in the kinds of courses, activities, and services the colleges are able to provide for disadvantaged students. There is also general support for the staff changes instituted in the application process.

As one might expect, the discussion also generated several concerns. First and foremost was the concern for funding. "Can we count on disadvantaged student grant funds for future years?" "Is there any way we can maintain level of funding instead of this year to year fluctuation?" "How can we plan and budget our local funds when we don't know what our state allocation will be?"

Another concern was the method of grant distribution. In addition to support for remedial/developmental courses, colleges are providing necessary supportive services and activities. When a formula is tied to courses that generate credit hours, the other activities and services are being overlooked as a basis for program support. This concern also impacts on data collection. There is no problem for colleges to collect data on students enrolled in remedial/developmental courses. However, many activities and services do not lend themselves to the request for age, sex, racial/ethnic origin, etc. in addition to name and social security numbers.

A number of deans and directors have volunteered their assistance to the ICCB staff to give further consideration to strengthening the Disadvantaged Student Grant Program statewide. There is a sincere concern for more accountability, more sophisticated evaluation measures, and increased awareness of the Disadvantaged Student Grant Program's accomplishments.

There appears to be a heightened interest and increased activity among state educational agencies regarding life-long learning in general and remedial education in particular. The Joint Education Committee (JEC) composed of members of the State Board of Education (SBE) and the Illinois Board of Higher Education (IBHE) passed a resolution outlining the future direction of remedial education in Illinois. The resolution in part states:

Remedial efforts should be continued at the postsecondary level as long as entering students are lacking the basic skill... Within the structure of postsecondary education, it is the community colleges (with their open admission policies) that should respond to the remedial needs of the postsecondary student. Community colleges have viewed and should continue to view the remedial function with equal priority to its other missions such as baccalaureate, vocational and technical education. The community college should be recognized as the postsecondary institution where deficiencies in basic skills of adults will be addressed. Degree credit should not be awarded for remedial coursework.

During the next five years, the emphasis on remedial programs at the postsecondary level should be at the state community colleges. Community colleges should be increasing their role in remedial programs while the state universities are decreasing their role during this period.

The ICCB ~~endorsed~~ and the SBE and IBHE adopted the resolution on remedial education in the Fall of 1978.

In further action on December 12, 1978, the JEC passed a resolution,

that the State Board of Education and the Illinois Board of Higher Education coordinate and expand their efforts to improve and broaden the delivery system for education of adults through the secondary level; and

that the existing Interagency Task Force serve as the State mechanism among agencies involved in adult education toward the purpose of resolving problems of mutual concern including financial support of adult education, fiscal program support and program placement, and the coordination of delivery of programs at the local level.

A large portion of adult education and life-long learning courses and activities are occurring at Illinois public community colleges. Such activities are clearly a part of the mission and scope of a comprehensive community college. The availability of state funds to support the expanding role of the community college as a primary delivery system for adult education is essential.

FINAL FY79 DISADVANTAGED STUDENT GRANT FUNDS ALLOCATION

No.	Community College	1978 Rem./Dev. Credit Hour	Proportion Of Total Credit Hours	Basic Allocation	Remaining Allocation	Total FY79 Allocation
501,	Kaskaskia	1,349	.16%	\$ 15,000	\$ 4,880	\$ 19,880
502,	DuPage	3,780	.46%	15,000	14,030	29,030
503,	Black Hawk	30,290.25	3.70%	30,000	112,850	142,850
504,	Triton	11,903	1.45%	15,000	44,225	59,225
505,	Parkland	3,955	.48%	15,000	14,640	29,640
506,	Sauk Valley	3,251	.39%	15,000	11,895	26,895
507,	Denville	3,920.50	.48%	15,000	14,640	29,640
508,	Chicago City	584,459	71.76%	135,000	2,188,680	2,323,680
509,	Elgin	5,353	.65%	15,000	19,825	34,825
510,	Thornton	21,692.50	2.65%	15,000	80,825	95,825
511,	Rock Valley	2,420	.29%	15,000	8,845	23,845
512,	William R. Harper	15,660	1.91%	15,000	58,255	73,255
513,	Illinois Valley	1,280	.15%	15,000	4,575	19,575
514,	Illinois Central	9,144	1.11%	15,000	33,855	48,855
515,	Prairie State	1,432.40	.17%	15,000	5,185	20,185
516,	Waubensee	5,593.50	.68%	15,000	20,740	35,740
517,	Lake Land	2,821.32	.34%	15,000	10,370	25,370
518,	Carl Sandburg	1,832.60	.22%	15,000	6,710	21,710
519,	Highland	2,973.98	.36%	15,000	10,980	25,980
520,	Kankakee	7,092.60	.86%	15,000	26,230	41,230
521,	Rend Lake	1,205	.14%	15,000	4,270	19,270
522,	Belleville	8,240	1.00%	15,000	30,500	45,500
523,	Kishwaukee	3,490.50	.42%	15,000	12,810	27,810
524,	Moraine Valley	12,178.50	1.49%	15,000	45,445	60,445
525,	Joliet	17,645.50	2.16%	15,000	65,880	80,880
526,	Lincoln Land	1,740	.21%	15,000	6,405	21,405
527,	Morton	2,211	.27%	15,000	8,235	23,235
528,	McHenry	2,621	.32%	15,000	9,760	24,760
529,	Illinois Eastern	6,467.99	.79%	60,000	24,095	84,095
530,	John A. Logan	1,843.63	.22%	15,000	6,710	21,710
531,	Shawnee	3,585	.43%	15,000	13,115	28,115
532,	Lake County	10,232	1.25%	15,000	38,125	53,125
533,	Southeastern	2,262	.27%	15,000	8,235	23,235
534,	Spoon River	1,853	.22%	15,000	6,710	21,710
535,	Oakton	11,044.95	1.35%	15,000	41,175	56,175
536,	Lewis & Clark	7,485	.91%	15,000	27,755	42,755
537,	Richland	2,028.67	.24%	15,000	7,320	22,320
539,	John Wood	384	.04%	15,000	1,220	16,220
TOTALS		816,721.39	100.00%	\$750,000	\$3,050,000	\$3,800,000